

Pupil premium strategy statement

Reviewed Dec 2024

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Peter's Catholic High
Number of pupils in school	1033
Proportion (%) of pupil premium eligible pupils	12.7% (131 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025
Date this statement was published	20/12/24
Date on which it will be reviewed	October 2025
Statement authorised by	A McGlown
Pupil premium lead	I Bromelow
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£153030

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide an inspirational and inclusive environment with outstanding teaching and learning to enable disadvantaged pupils to achieve their full potential.

We will support teaching staff to develop and employ a range of strategies to support disadvantaged pupils in their learning.

Our goal is to ensure that no child is left behind socially or academically due to disadvantage. We aim to raise lifelong aspirations and focus on removing barriers to learning.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

St. Peter's Catholic High has 11.81% of children identified as disadvantaged. This is below the national figure of 29% (EEF Guide to Pupil Premium September 2024)

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Lower attainment of Disadvantaged students in comparison to not disadvantaged students.
2	Lower rates of attendance of disadvantaged students' parents/carers at parents' evenings, guidance evenings, options evenings etc. in comparison with not disadvantaged students.
3	Lower rates of engagement of parents of disadvantaged students in supporting their childrens' independent learning in comparison with not disadvantaged students.
4	Lower rates of attendance of FSM students

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To reduce the attainment gap between Disadvantaged students and Not Disadvantaged students</p> <p>The EEF Guide to Pupil Premium emphasises the importance of 'High Quality Teaching' as one of the key strands in improving outcomes for disadvantaged pupils.</p>	<p>Attainment gap to be in-line with or smaller than the national gap.</p>
<p>To continue to reduce the gap in attendance of parents/carers of Disadvantaged pupils and not PP parents/carers at guidance evenings and parents' evenings. This will be measured using attendance records.</p>	<p>Percentage Attendance of parents/carers of disadvantage pupils to continue to improve.</p>
<p>To develop a pupil's Keys to Success and the Student Leadership Programme which will be used to encourage participation in wider school life.</p>	<p>Disadvantaged pupils will engage with the Keys to Success Programme at similar rates to Not Disadvantaged pupils.</p>
<p>Targetted pupils to receive extra tuition in English, and Maths</p>	<ul style="list-style-type: none"> • In school assessment data identifies students who need extra support. • Identified students attend tutoring. • Improved outcomes for students attending tutoring.
<p>Improved levels of engagement in home learning.</p>	<p>Parent/carer feedback show improved levels of engagement.</p>
<p>Reduced rates of Persistent Absenteeism of FSM students</p>	<p>Attendance data shows that strategies have been effective in improving attendance of FSM students.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 60000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution to ongoing Staff Training and Development</p> <p>12% of AHT T&L Salary £3000</p> <p>CPD</p> <p>£15000</p>	<p><u>EEF Tiered Approach -</u> <i>“Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending.”</i></p> <p>All staff to participate with regular planned CPD programmes</p> <p>Positive demonstrable impact of CPD on staff development and education of students.</p>	1
<p>Contribution made to the curriculum budget to support teaching and learning. £30000</p>	<p><u>EEF Tiered Approach -</u> <i>“Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending.”</i></p> <p>By strategically allocating staff resources, we aim to enhance the quality of teaching and optimize learning opportunities, in alignment with the EEF Teaching Toolkit guidance on the benefits of focused support and feedback.</p>	1
<p>Contribute to the salary of CIAG Mentor (Futures Co Ordinator)</p>	<p><u>EEF (2-month gain) for focused mentoring.</u></p> <p>Ensuring that students secure an appropriate Post 16 destination.</p>	1,2,3

£12000	<p>Providing individualised and tailored support for futures learning. University visit in Y8 to raise aspirations Extra 1:1 meeting with Careers Advisor Y7-11 Extra support for Y11 transition 1:1 support for apprenticeship applications 1:1 support for CV writing Access GM higher funded opportunities e.g. Leeds University and MMU University.</p> <p>Destination data shows that all pupils (and therefore all Disadvantaged Pupils) from the 2024 Leavers are currently in sustained education, employment or training.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £72910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to fund Communication Software to improve communication with parents/ Carers. (EduLink) £250	<u>EEF Toolkit (7-month gain) Develop self – regulated learning.</u> <u>EEF evidence (4-month gain)</u> Involvement of parents in their children’s learning activities.	1,4
Tutoring in English and Maths £12000	<u>EEF Toolkit (4-month gain) Small group tuition</u>	1
12% contribution to costs of educational software licenses to support learning both in class and independent learning:	<u>EEF Toolkit (5 month gain) Homework</u>	1

Century Tech Sparx Accelerated Reader Seneca £2400		
12% contribution to other software licences: CPOMS SISRA GL Assessments (CATs) £900	Software packages are used extensively in school to monitor and support pupils' safety, wellbeing and academic progress.	1
Contribute to the salary of HLTAs responsible for behaviour, learning and nurture. £12720	<u>EEF Evidence (4-month gain) Small group tuition</u> Support is provided for vulnerable students to help them engage with all aspects of school life more successfully.	1,4
Contribution to salary of SEND/Access Arrangements coordinator £2640	<u>Access arrangements for exams ensure that all pupils are given an equal chance of success.</u>	1
Ensure students have all necessary revision guides and resources. £1000	<u>EEF evidence (7-month gain) Metacognition and self-regulation.</u> <u>EEF Evidence (5-month gain)</u> Parental engagement Providing the necessary materials to develop learning will aid a number of strategies to support learning. Revision material can encourage parents to support their child with revision.	1,4
Fund 12% of TLRs for 5 HOYs and 5 Deputy HOYs: £10000	<u>EEF (4 month gain for behaviour interventions)</u> <u>Parental engagement (4-month gain)</u> <u>This will ensure that all Year Groups have a Head of Year and Deputy Head of Year.</u> <u>Enable form tutors to mentor their students during form time.</u> <u>Build positive relationships with parents and be a 'point of contact'.</u>	1,4,

To make Individual contribution to each child on a specific need basis £16000	<u>EEF Evidence (3-month gain) Arts Participation</u> <u>EEF Evidence (7-month gain) Metacognition and self-regulation</u> <u>EEF Evidence (3-month gain) Extending school time.</u> <u>PP students are provided with resources, equipment or tuition to ensure that they are not disadvantaged in any way from their peers.</u>	1,3, 4
Tutoring for CLA students Funding for external tutors in English and Maths £10000	<u>EEF Toolkit (5 month gain) One to one tuition</u>	1
Funding for alternative provision £5000	<u>Alternative provision is used sparingly in rare cases where students need that form of support</u>	1,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17076

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support to improve attendance, behaviour and attitude to learning. Fund 12% of salary of 2 AAHTs. £6000	<u>Eef Toolkit (4 month gain) behaviour interventions</u>	5
Appoint EWO for 0.5 days per week with specific focus on FSM pupils £4913	Improve PA for FSM students Statistically, attendance has a direct correlation to performance and outcomes	5

Contribute to TESS worker to support behaviour interventions: £3000	<u>EEf Toolkit (4 month gain) behaviour interventions</u>	1,3,5
Improve parental engagement for parents of PP pupils	<u>EEF Evidence (4-month gain) Parental engagement</u> EEF recommendations on “Working with parents to support children’s learning”. Virtual Parents evenings support parental attendance. Invitation to Parental Revision Support evenings in KS4 Form tutors to build relationships through phone calls home, postcards, EduLink	4
Support pupils’ mental health and wellbeing. £1500	<u>T&L (4-month gain) Toolkit indicates that SEMH learning can accelerate pupils learning</u> EEF states that ‘targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects’ The EEF states that the wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.	3
Contribution to the Rewards Programme £600	<u>EEF Evidence (3-month gain) Aspirations interventions</u> <u>EEF Evidence (4-month gain) Behaviour interventions</u>	1,5
Pupil Premium Checking service. £1063	This enables school to ensure that staff are aware of who is eligible for Pupil Premium Funding	

Total budgeted cost: £149986

Contingency £3044

Total £153030

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Indicators – Whole School

- Attendance of FSM6 Students for 2023/2024 was 4.3% above national (source FFT Aspire attendance tracker).
- Internal code of conduct data shows that the vast majority of pupils who are eligible for Pupil Premium funding achieve their 'Code-of-Conduct' award.
- Internal progress data shows that the proportion of disadvantaged students who are making progress in line with or above their 'Expected Attainment Pathway' is broadly in line with the percentage of students who are not disadvantaged.

Indicators – Y11 Leavers 2024

Case studies are available which detail the outcomes and destinations for each of the 18 individual Year 11 students who were eligible for pupil premium funding.

Summary:

- Destination data shows that all of the 17 disadvantaged pupils who left Year 11 in 2024 went on to sustained education, employment or training:
 - 2 obtained apprenticeships
 - 15 are in further education
 - 1 is working with the local authority
- The A8 average score of 35.3 for St. Peter's disadvantaged pupils was above the A8 average of 32.6 for the Wigan LA (source Wigan EBIU Secondary Profiles 2023-2024).
- The percentage of disadvantaged pupils achieving grade 4+ in English and Maths (44.4%) was above the percentage for the Wigan LA (38%) (Source Wigan EBIU Secondary Profiles 2023-2024).
- The percentage of disadvantaged students who achieved grade 5+ in English and Maths (18%) was slightly below the percentage for Wigan LA (20%) (source Wigan EBIU Secondary Profiles 2023-2024). This is a focus area for 2024 2025.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

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